



Subject	Autumn 1	Autumn 2
<b>English- genres/ texts</b> ( note linked science / topic writing for this half term)	<b><u>Fiction</u></b> Narrative - Thieves of Ostia by Caroline Lawrence – Setting and character descriptions <b><u>Non-Fiction</u></b> Instructions including cross-curricular writing – instructions on how to clean teeth and instructions on making a pizza	<b><u>Fiction</u></b> Play scripts inspired by Roman theatre <b><u>Non-Fiction</u></b> Non chronological reports including those on Roman Life Recounts – Diary entries including about Boudicca uprising and a recount of history man
<b>Maths</b>	<b><u>Following Power Maths for appropriate year group</u></b> Place value Addition and subtraction Measurement Multiplication and division	
<b>Science</b> (include working scientifically/ investigation focus)	<b><u>Animals including humans</u></b> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions.</li> <li>Make systematic observation of different animal skulls</li> <li>Draw labelled diagrams of different animal teeth from the skulls</li> <li>Full investigation on teeth decay using eggs by setting up simple practical enquiries comparative and fair tests</li> <li>Record findings from investigation using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus)</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<b><u>Electricity</u></b> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>Investigate conductivity of materials by setting up simple practical enquiries comparative and fair tests and measure by making systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Record findings from investigation and use information to interpret findings</li> <li>As a result of above investigation, recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<b>PHSE</b> Core Theme 1: Health and Wellbeing	<b><u>Growing and changing</u></b> -about what makes up a balanced diet -about opportunities they have to make their own choices about food -about what influences their choices about food -to recognise their achievements and set personal targets for the future -about a wider range of feelings, both good and not so good -that people can experience conflicting feelings at the same time -about describing their feelings to others -about the kinds of change that happen in life and the feelings associated with this -that simple hygiene routines can prevent the spread of bacteria and viruses	<b><u>Keeping safe</u></b> -that simple hygiene routines can prevent the spread of bacteria and viruses -about the importance of school rules for health and safety -about how to get help in an emergency -about what is meant by a habit -how habits can be hard to change -about keeping safe in the local environment
<b>Computing</b>	<b><u>We Built This City</u></b> Introduce the world of simulations. Introduce concept of algorithms. Plan what and how children will build a city in Minecraft. Children build their own city.  <b><u>ESafety</u></b> Video and Class Discussion Develop children’s understanding of online safety Ensure children are aware of the risks of the online world Ensure children are able to protect themselves online  Communicating On-Line, Images and Social Networking To identify cyberbullying and its consequences. Teach children how to report any concerns they have To suggest ways young people can behave positively in cyberspace  Cyber Bullying and Report Abuse Children can identify what cyberbullying is Children know how to deal with any cyberbullying issues.	



<b>History</b> (include direct enquiry opportunities using primary or secondary sources)	<b><u>What did the Romans do for us?</u></b> Place the events of Roman invasion and settlement of Britain onto a timeline <ul style="list-style-type: none"> <li>Place events from period studied on a timeline -</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms, e.g. AD/BCE</li> </ul> Investigate the Boudicca uprising including re-enactment of battles Research of life in Roman Britain including a History man visit to cover artefacts enquiry using primary and secondary sources <ul style="list-style-type: none"> <li>Use evidence to reconstruct life in the time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> <li>Look at evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use textbooks and historical knowledge</li> <li>Use evidence to build up a picture of a past event</li> <li>Ask a variety of questions</li> </ul> Write a non-chronological report on Roman life in Britain <ul style="list-style-type: none"> <li>Communicate their knowledge and understanding</li> </ul>	
<b>Geography</b> (include fieldwork opportunity)	<b><u>What did the Romans do for us?</u></b> Identify the countries in the Roman Empire and the modern countries these equate to, naming countries in Europe <ul style="list-style-type: none"> <li>Locate and name the countries in Europe</li> <li>Recognise the different shapes of continents</li> <li>Draw accurate maps with more complex keys</li> </ul> Identify major Roman cities and compare these with modern cities and counties <ul style="list-style-type: none"> <li>Describe human features of UK regions, cities and /or counties</li> </ul>	
<b>PE / Games</b>	<b><u>Netball</u></b> <ul style="list-style-type: none"> <li>Stable body position</li> <li>Variations in passing and catching</li> <li>Shooting and defending</li> <li>Dodging and pivoting</li> <li>Mini game play</li> </ul> <b><u>Football</u></b> <ul style="list-style-type: none"> <li>Player position</li> <li>Passing the ball</li> <li>Receiving the ball</li> <li>Shooting and defending</li> <li>Mini gameplay</li> </ul>	<b><u>Fitness</u></b> <ul style="list-style-type: none"> <li>The benefits of exercise on physical and mental health</li> <li>How muscles and joints work</li> <li>Link to healthy eating</li> <li>Building fitness through repetition of circuit style exercises</li> </ul> <b><u>Tag Rugby</u></b> <ul style="list-style-type: none"> <li>Player positions and rules</li> <li>Attacking</li> <li>Defending</li> <li>Scoring</li> <li>Mini gameplay</li> </ul>
<b>Art</b>	<b><u>What did the Romans do for us?</u></b> Design, sketch, make and evaluate a Roman mosaic using paper or sticky tiles Investigate mosaics using ICT Experiment with collage using paper and fabric Design own pattern/picture Create with various media Evaluate in pairs/groups	<b><u>What did the Romans do for us?</u></b> Design, sketch, make and evaluate Roman amphora out of coiled clay Investigate amphora and their uses Investigate clay and how it moves and creates form Create and evaluate coiled clay amphora
<b>D&amp;T</b>	<b><u>What did the Romans do for us?</u></b> Design, make and evaluate a Roman chariot based around jinks chassis using wood Investigate the origins of chassis and jinks chassis Research chariots and their uses Look at the component parts of a jinks chassis and find materials in school that can be used Design a jinks chassis chariots using a technical drawing and order of work Make the jinks chassis using saws and glue guns Evaluate comparing to original design	
<b>Music</b>	<b><u>Music is taught through widening opportunities for this term. We are doing 2 musical units, one in Spring term and one in Summer Term through topic.</u></b>	
<b>Languages</b>	<b><u>Following CGP appropriate to year group or prior knowledge</u></b> Revision, playing games and homes.	
<b>RE</b>	<b><u>Symbolism</u></b> How do religions express their beliefs about God? What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings?	



Subject Caribbean Dreams	Spring 1	Spring 2
English- genres/ texts ( note linked science / topic writing for this half term)	<p><b><u>Fiction</u></b> Gregory Cool – diary entries , alternative endings, letters home</p> <p><b><u>Non-Fiction</u></b> Explanation texts - how a robot works and then where bananas come from</p>	<p><b><u>Poetry</u></b> Benjamin Zephaniah Poetry</p> <p><b><u>Fiction</u></b> Caribbean cultural stories</p> <p><b><u>Non-Fiction</u></b> Persuasive adverts - including Come to St Lucia</p>
Maths	<p><b><u>Following Power Maths for appropriate year group</u></b> Multiplication and division Measurement Fractions including decimals</p>	
Science (include working scientifically/ investigation focus)	<p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Identify the insulating effects of different materials by asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Gather, record, classify information from investigation above and present the data to help in answering questions</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<p><b><u>Living Things in Their Habitats</u></b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways by making systematic and careful observations</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Investigate which invertebrates live in school grounds by collection and observation. Present findings of this in bar chart form.</li> <li>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</li> <li>Report on findings from enquiries by producing an oral presentation</li> </ul>
PHSE Core Theme 2: Relationships	<p><b><u>Feelings and Emotions</u></b> -how to maintain good friendships -about the concept of keeping something confidential or secret -about when they should or should not agree to keeping a secret</p>	<p><b><u>Valuing Difference</u></b> - about working collaboratively toward shared goals about differences and similarities between people, but understand everyone is equal -to recognise bullying -how to respond and ask for help -about what is meant by ‘stereotypes’</p>
Computing	<p><b><u>We are interface designers (html)</u></b> Understand what HTML is and what it stands for. Able to create a HTML file. Understand how a HTML file must be structured. Give a HTML file a title. Understand the difference between the different heading elements and add a heading to their HTML page. Change the background colour of a HTML web page and set font styles within it. Add an image to a web page. Add a paragraph of text to a web page. Create a list of information on a HTML web page. Understand web links and how to embed them into a HTML web page. Create a table in a HTML web page. Present information inside a table in a HTML web page.</p> <p><b><u>ESafety</u></b> Copy Right, what is it? Introduce children to copyright and explain what it is and why we have it Teach children how to search for copyright free materials</p>	
History (include direct enquiry opportunities using primary or secondary sources)	<p><b><u>Caribbean Dreams</u></b> Timeline of the settlement of St Lucia</p> <ul style="list-style-type: none"> <li>Place events from period studied on a timeline</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms, e.g. AD/BCE</li> </ul> <p>Look at history of St Lucia as a location for slaves</p>	



<b>Geography</b> (include fieldwork opportunity)	<b><u>Caribbean Dreams</u></b> Identify where St Lucia is in a wider world context <ul style="list-style-type: none"> <li>• <i>Recognise the different shapes of continents</i></li> <li>• <i>Draw accurate maps with more complex keys</i></li> </ul> Investigate the physical Geography of St Lucia <ul style="list-style-type: none"> <li>• <i>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</i></li> <li>• <i>Know how the locality is set within a wider geographical context</i></li> <li>• <i>Understand the effect of landscape features on the development of a locality</i></li> </ul> Investigate the tropical climate and compare with our climate and with the Mediterranean climate of Italy as studied last term <ul style="list-style-type: none"> <li>• <i>Explain about key natural resources e.g. water in the locality</i></li> <li>• <i>Explore weather patterns around parts of the world</i></li> <li>• <i>Know about the wider context of places - region, country</i></li> <li>• <i>Describe how people have been affected by changes in the environment</i></li> </ul> Investigate the human geography of St Lucia including the production and sale of Fairtrade bananas <ul style="list-style-type: none"> <li>• <i>Recognise that people have differing quality of life living in different locations and environments</i></li> <li>• <i>Plan the steps and strategies for an enquiry</i></li> </ul>	
<b>PE / Games</b>	<b><u>Salsa Dancing</u></b> <ul style="list-style-type: none"> <li>• Learn basic salsa steps and rhythms</li> <li>• Learn linked sequences of salsa steps together</li> <li>• Choreograph own salsa performances</li> <li>• Watch performances and evaluate work</li> </ul> <b><u>Gymnastics</u></b> <ul style="list-style-type: none"> <li>• Different types of rolls, log, forward, teddy bear</li> <li>• Jumping safely and precisely</li> <li>• Linking movements together into a sequence</li> <li>• Maintaining body control</li> <li>• Using apparatus</li> </ul>	<b><u>Hockey</u></b> <ul style="list-style-type: none"> <li>• Player position</li> <li>• Passing the ball</li> <li>• Receiving the ball</li> <li>• Shooting and defending</li> <li>• Mini gameplay</li> </ul> <b><u>Basketball</u></b> <ul style="list-style-type: none"> <li>• Stable body position</li> <li>• Variations in passing and catching</li> <li>• Shooting and defending</li> <li>• Dodging and pivoting</li> <li>• Mini game play</li> </ul>
<b>Art</b>	<b><u>Caribbean Dreams</u></b> Caribbean people using oil pastels Studying the work of Janice Brock How oil pastels work Step by step guide on creating correct form and colour Create and evaluate own image	<b><u>Caribbean Dreams</u></b> Still life sketching of tropical plants or fruits Studying Georgia O'Keefe Using colouring pencils to create colour layering Using observational skills
<b>D&amp;T</b>	<b><u>Caribbean Dreams</u></b> Design and make a batik textile bag Research batik, its origins and the process used Practise the skill of batik on off cuts and using crayon and watercolour (same theory) Investigate traditional designs and plan own ideas Create batik fabric Cut out and sew into a bag shape Evaluate own and others work	
<b>Music</b>	<b><u>Water</u></b> (see Bristol plans) Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. Confidently recognise a range of musical instruments and the sounds that they make. Understand that composition is when a composer writes down a musical idea. Sing as part of an ensemble with confidence and precision. Play and perform in solo and ensemble contexts with increasing confidence. Develop an understanding of formal written notation which includes minims and quavers. Listen to and recall sounds with increasing aural memory.	
<b>Languages</b>	<b><u>Following CGP appropriate to year group or prior knowledge</u></b> Revision, homes and towns	
<b>RE</b>	<b><u>Sacred Texts</u></b> Why are sacred texts and Holy books so important? What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings?	



Subject	Summer 1	Summer 2
English- genres/ texts ( note linked science / topic writing for this half term)	<u><b>Fiction</b></u> Japanese cultural stories <u><b>Non-Fiction</b></u> Newspapers about volcanic eruptions/ tsunamis	<u><b>Poetry</b></u> Haikus linked to Japan <u><b>Non-Fiction</b></u> Discussion texts including should we eat insects?
<b>Maths</b>	<u><b>Following Power Maths for appropriate year group</b></u> Fractions including decimals Measurement Statistics Geometry	
<b>Science</b>	<u><b>States of Matter</b></u> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by making systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Investigate insulating materials using thermometers to measure the temperature reduction in boiling water put in different materials.</li> <li>Present data from this investigation in line graph form (maths link with statistics unit)</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	
<b>PHSE</b> Core Theme 3: Living in the Wider World	<u><b>Rights and responsibilities</b></u> -to discuss and debate issues concerning health and wellbeing - To learn about their responsibilities, rights and duties (home, school and the environment) To learn about resolving differences – agreeing/ disagreeing -about being part of a community -about who works with the local community	<u><b>Taking care of the environment</b></u> -about the sustainability of the environment across the world  <u><b>Money</b></u> -what it means to be ‘enterprising’
<b>Computing</b>	<u><b>Making Games</b></u> Understand what a sprite is and create their own sprites in Scratch Create their own background image for the stage Understand, identify and build in computer animation. Understand, identify and build in Artificial Intelligence. Understand, identify and build in player interaction. Understand, identify and build in scores and timers. Identify how games can be improved. Make improvements to their game.  <u><b>ESafety - Passwords &amp; Security</b></u> Children are able to explain the importance of passwords.	
<b>History</b>	(History objectives are covered in previous two terms. This is Geography and Art biased as a topic)	
<b>Geography</b> (include fieldwork opportunity)	<u><b>Let's Get Ready to Rumble</b></u> Modern Italy Identify and name the countries of Europe <ul style="list-style-type: none"> <li>Locate and name the countries in Europe</li> </ul> Compare the physical and human geography of an Italian village with Flackwell Heath including studying OS maps and using 6 figure grid references. Calculate straight line distances between places using string. <ul style="list-style-type: none"> <li>Describe human features of UK regions, cities and /or counties</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country</li> <li>Measure straight line distances using the appropriate scale</li> <li>Explore features on OS maps using 6 figure grid references</li> </ul> Identify the location of Japan in Asia <ul style="list-style-type: none"> <li>Recognise the different shapes of continents</li> <li>Know about the wider context of places - region, country</li> </ul> Investigate the causes of earthquakes, tsunamis and volcanoes in Japan communicating findings by writing an explanation text <ul style="list-style-type: none"> <li>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</li> <li>Demonstrate knowledge of features about places around him/her and beyond the UK</li> </ul> Investigate the human features of living in an earthquake zone including writing instructions on how to survive an earthquake <ul style="list-style-type: none"> <li>Recognise that people have differing quality of life living in different locations and environments</li> </ul> Investigate the increase in typhoons in Japan due to global warming <ul style="list-style-type: none"> <li>Describe how people have been affected by changes in the environment</li> </ul>	



PE / Games	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Perform a sequence of changing shapes whilst floating on the surface.</li> <li>• Swim approx. 10m using a range of different strokes (back / breast / front crawl).</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• Forehand/backhand strokes</li> <li>• Volley</li> <li>• Serving</li> <li>• Controlling the ball and creating a rally</li> <li>• Scoring</li> <li>• Mini Gameplay</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Perform a sequence of changing shapes whilst floating on the surface.</li> <li>• Swim approx. 10m using a range of different strokes (back / breast / front crawl).</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Long distance running and sprinting skills</li> <li>• Relay race positioning and tactics</li> <li>• Long and triple jump</li> <li>• Throwing shotput style</li> </ul>
Art	<p><b>Let's Get Ready to Rumble!</b> Manga Art using pencil shading Studying the style of Satoshi Yamamoto (the current Pokemon artist) Step by step drawing of manga style characters followed by the creation of a scene of their own characters using coloured pencils</p>	<p><b>Let's Get Ready to Rumble!</b> Cherry Blossoms - watercolours Studying and evaluating traditional and modern watercolour Sakura Step by step watercolour then own style</p>
D&T	<p><b>Let's Get Ready to Rumble!</b> Design, make and evaluate a pizza including making the dough. Investigate the food of Italy Research how dough is made and the purpose of each ingredient Investigating ingredients traditional on pizzas in Italy Researching local ingredients for High Wycombe – discuss sustainability Designing pizza – exploded diagram Order of work Making pizza Evaluating own pizza</p>	
Music (Music curriculum to be taught in class at least twice a year ( two units))	<p><b>Air</b> (see Bristol plans – linked to kites instead of balloons). Maths links Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. Confidently recognise a range of musical instruments and the sounds that they make. Understand that composition is when a composer writes down a musical idea. Sing as part of an ensemble with confidence and precision. Play and perform in solo and ensemble contexts with increasing confidence. Develop an understanding of formal written notation which includes minims and quavers. Listen to and recall sounds with increasing aural memory.</p>	
Languages	<p><b>Following CGP appropriate to year group or prior knowledge</b> Revision, people, bodies and sport</p>	
RE	<p><b>Festivals</b> What do our celebrations show about what we think is important in life? How do festivals express important beliefs and events in each religion? What do these festivals mean in the lives of individuals and communities?</p>	